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ABSTRACT

This Quinmester Visual Arts course is offered to provide experience in the development and design of transparencies utilizing various audio-visual equipment. Designed for 9th through 12th grade students, with no prerequisite, emphasis is placed on the concept of projecting the creative efforts on a screen and using the elements of design. At the completion of the course the students will have created slides, filmstrips, overhead projector transparencies, materials for opaque projector, and 8 or 16 millimeter movie film. Other objectives of the course are given in this curriculum guide, as well as a description of course content, and a short bibliography of books, periodicals, and useful films for the classroom.
(Author/OPH)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

Art Education

TRANSPARENCIES

ART I 6673.03
CM ART I 6693.03

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

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TRANSPARENCIES

ART I 6673.03

CM ART I 6693.03

ART EDUCATION

Written by: Thomas F. Popovich

for the

Division of Instruction

Dade County Public Schools

Miami, Florida

1972

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PREFACE

Learning has been referred to by many contemporary educators as a noun; but it is a verb experience--full of action and involvement, doing and being. At least it should be--and that kind of involved learning is what this course of study is all about.

The Quinmester Visual Arts Education Curriculum construct is a long range developmental effort directed towards providing a general education for learners in the aesthetically related art education field. To accomplish this goal, instructional courses of study have been developed basically for learning by teaching. Many Dade art specialists in various arts media have been recruited by the Art Office to write over 75 new and innovative courses of study in the area of art education. Educational specialists from the four corners of this land, along with aestheticians, social critics, and behavioral scientists have hailed the philosophy of the overall art curriculum construct undertaken by the Division of Instruction to be consistent with the latest national trends in art education, and to be an exemplary example of "success" oriented curricula designed to provide intense involvement in aesthetics and creative arts through group and individualized participation on the part of the learner.

All courses of study produced have been constructed with one major goal in mind: to provide a broad framework of goals and objectives; content; instructional procedures and strategies; and suggested learning activities. Many of the technically oriented courses of study list a variety of "Work Sheets" designed to assist the learner with specific and highly technical studio procedures delineated in a manner so that art specialists (teachers) can use them "as is," or utilize the source information as a basis for producing "Learning Activities Packages." The appendix may include other pertinent material needed for today's contemporary art curriculum, e.g., vocabulary, resources for both learner and teacher, etc.

Constructive criticisms or recommendations relating to this publication are invited; please send to: Art Education Office, Room 300, Lindsey Hopkins, A-1.

Charles M. King, Consultant
Art Education

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I. COURSE TITLE

TRANSPARENCIES

II. COURSE NUMBER

Art I 6673.03

CM Art I 6693.03

III. COURSE DESCRIPTION

An explanatory course providing experience in the development and design of transparencies that utilize various audio-visual equipment. Emphasis will be placed on the concept of projecting the creative efforts on a screen and using the elements of design.

IV. COURSE ENROLLMENT GUIDELINES

Grades 9-12 (no prerequisite)

V. COURSE OBJECTIVES

At the completion of the course the student will:

A. Create.

1. 2"x2" slides.
2. Filmstrips.
3. Overhead projector transparencies.
4. Materials for the opaque projector.
5. 16 mm or 8 mm movie film.

B. Demonstrate his abilities and skills to operate and handle the necessary equipment and materials

C. Present his creations and efforts in a viewing. or co-ordinated showing of his endeavors.

VI. COURSE CONTENT

A. Before production of materials begins, the various types of equipment to be used should be introduced and their functions explained. These may include:

1. Slide projectors.
2. Filmstrip projectors.
3. Overhead projectors.
4. Opaque projectors.
5. Movie projectors.

B. Visual projection uses some materials that must be created or purchased due to the preciseness of the machinery in which they are used. These may include:

1. 2"x2" slide frames.
   a. Can be purchased with dry mount closing.
   b. Reusing old discarded slides by cleaning the acetate with ammonia or a commercial cleaner.
   c. Creating a frame by cutting out of poster board or some similar material (see illustration #1).
2. Filmstrips.
   a. Can be purchased.
   b. Reuse old discarded filmstrips by cleaning them with ammonia or a commercial cleaner.

c. Create a filmstrip by using a 135 mm camera that takes 1/2" frame picture. When having the film developed ask the processor not to mount the film (Kodachrome or high speed Ektachrome) for slides but to develop it and leave it in a roll.

3. Overhead Acetates and frames.
   a. Can be purchased (usually school's A-V room has access to these).
   b. Reuse old discarded acetates by cleaning them with ammonia, water or a cleaning solvent.
   c. Creating a frame by cutting them out of poster board or similar material and making hinges out of scraps of cloth (see illustration #2).

4. Opaque projector materials
   a. Any material that is flat and not exceeding 11"x11" may be used. These can be created or collected from various sources.
   b. A roll of paper 11"x30'.

5. Movie film
   a. May be purchased.
   b. Reuse old movie film by cleaning it with ammonia or a commercial cleaner.
   c. Filming your own movie using 8 mm or 16 mm film and processing it in the usual way. Refer to other Guins on the subject for further information

C. Some common tools and supplies that may be used with:

1. 2"x2" slides
   a. Cellophane.
   b. Negatives (black and white, color and ectachrome).
   c. Inks (India, colored and transparent paints or pigments).
   d. Magic markers and wax or grease pencils.
   e. Glass or plastic (thin).
   f. Glue and adhesives (white vinyl, plastic cement, rubber cement, rusilage, epoxy, etc.).
   g. Tools (scissors, X-acto knife, razor blade, sandpaper, scribe, etc. tweezers).
   h. Found objects small enough to sandwith into a 2"x2" slide (stables, sawdust, lace, candy wrappers, insects, plastic toy parts, watch parts, etc.).
   i. Tape (scotch, masking, or commercial art Zippatone tapes and rub on letters, etc.).

2. Filmstrips
   a. Magic markers and wax or grease pencils.
   b. Inks (India, colored and transparent paints or pigments).
   c. Tools (scissors, X-acto or razor knife, sandpaper)
   d. Splicing tape and machine.

3. Overhead transparencies.

   a. Cellophane.

   b. Inks (India, colored and transparent paints and pigments).

   c. Magic markers and wax or grease pencils.

   d. Glass or plastic sheets (thin and small).

   e. Glue and adhesives (white vinyl, plastic cement, rubber cement, musilage, epoxy, etc.).

   f. Tools (scissors, X-acto knife or razor blade, sandpaper, scribe, etc.).

   g. Found objects large enough and flat that will fit on top of the overhead projector (plants, odd parts of machinery, thin cardboard or heavy paper cutouts, etc.).

   h. Tape (scotch, masking, or commercial art Zippatone tapes and rub on letters, etc.).

4. Movie film.

   a. Magic markers and wax or grease pencils.

   b. Ink (India, colored and transparent paints and pigments).

   c. Tools (X-acto knife, razor, sandpaper, tweezers, scribe).

   d. Splicing tape.

   e. Editing machine.

   f. Pair of clean cotton gloves.

D. Possible projects to be completed in the course.

1. Have the students design and create a slide or series of slides by:

   a. Cutting or punching holes into a 2"x2" piece of cardboard.

   b. Using colored cellophane and glue only.

   c. Using inks and paints only.

   d. Scratching a design using sandpaper, scribe or razor.

   e. Using smoked glass or distorted plastic (heat).

   f. Using found objects to create a miniature collage.

   g. Using oil and a sealed frame.

   h. Creating a separate pair of slides that must be viewed using two projectors on the same area of the screen at the same time (introduce the colored light theory of mixing color).

   i. Producing a series of slides to be shown using a cartridge or carousel projector for a time element.

   j. Designing a slide to be viewed in and out of focus.

   k. Using sound with a slide show (tapes, records, etc.). This should include a script sheet (see illustration #3).

2. Have the students create filmstrips using:
   a. Skills and techniques developed while producing 2"x2" slides but add the time sequence progression to the design. This will facilitate viewing from one frame to the next.
   b. Gather material to be photographed in sequence using a script sheet (see illustration #3) as a guide. Photograph the material with a 1/2" frame 135 mm camera using Ectachrome or Kodachrome film).
3. Have the students produce overhead transparencies using:
   a. The skills acquired developing and producing the 2"x2" slides.
   b. Create a multiple hinged frame to use overlapping acetates (see illustration #2).
4. Have the students create materials for the opaque projector or create a timed showing using a roll of paper that may be rolled through the projector changing the design.
5. Have the students produce movies using:
   a. Previous skills and methods developed while producing slides, acetates, and filmstrips. These should be about 30 to 60 seconds in duration, (longer if desired) then spliced together for a total class movie.

b. With 8 mm or 16 mm camera and film gather and photograph material using a script sheet (see illustration #3). Edit and produce a finished movie.

c. Introduce sound by using records or tapes to accompany the finished film.

E. Students working with various types of projectors and equipment shall produce a sound and/or light show using:

1. A single projector.
2. Two or more projectors.
3. Two or more different types of projectors.
4. Panorama shows that utilize screens placed in different positions in relation to the viewing audience.
5. All of the above using sound.
6. Experiments using fade-ins, out of focus and 3-D viewing.

VII. RESOURCES

A. Books

Dale, Edgar, Audio-Visual Methods in Teaching, New York: Rinehart and Winston, 1964.

DeKieffer, Robert Eulette, Audiovisual Instruction, New York: Center for Applied Research in Education, 1965.

Eboch, Sidney, Operating Audio-Visual Equipment, San Francisco: Chandler Publishing Co., 1960

Erickson, Carlton W., Fundamentals of Teaching Audiovisual Technology, New York: McMillan, 1965

Gerlach, Vernon S., Audio-Visual Education, Englewood Cliffs, New Jersey: Prentice Hall, 1971

Kemp, Jerrold E., Planning and Producing Audiovisual Materials, San Francisco: Chandler Publishing Co., 1963

Kinder, James Screngo, Using Audio-Visual Materials in Education, New York: American Book Co., 1965

Pula, Fred John, Application and Operation of Audiovisual Equipment in Education, New York: Wiley, 1968

Rufsvold, Margaret Irene, Audio-Visual Education, Chicago: American Library Association, 1967

B. Periodicals

American Cinematographer

Audio Visual Communications Review

Audio Visual Instruction

Film

Film Culture

Film Quarterly

Motion Picture Herald

Sight and Sound

C. Films

Facts About Film

Facts About Projecting

Handmade Materials for Projection

How to Make Handmade Lantern Slides

Magazines to Transparencies

Overhead Projector

Photographic Slides for Instruction

Preparing Projected Materials

Selecting and Using Ready-Made Materials